Council on Postsecondary Education
February 4, 2002

Key Indicators of Progress

Action: The staff recommends that the council approve goals for undergraduate student experience, civic engagement, and research and development – shown in Attachments A and B.

The council staff recommends the approval of the goals for the following key indicators:

Under Question 4 – Are we preparing Kentuckians for life and work?

- Undergraduate student experience (as measured by the National Survey of Student Engagement)
- Civic engagement (also measured by the NSSE)

Under Question 5 – Are Kentucky's communities and economy benefiting?

- Endowments in the research priority areas of the knowledge-based economy strategic plan
- Expenditures from endowment and gifts in the research priority areas of the knowledge-based economy strategic plan

Also presented for council discussion are the findings of the undergraduate alumni survey and the status of Kentucky graduates five years after graduation (see Attachments C and D). These findings provide baseline data for the satisfaction of undergraduate alumni, the percentage of graduates who stay in Kentucky after graduation, and the percentage of out-of-state students who stay and work in Kentucky after graduation. These indicators also are under questions four and five. The council staff proposes that goals for these indicators be established at a later date.

National Survey of Student Engagement

Kentucky's eight public universities participated in the 2001 National Survey of Student Engagement as part of a consortium organized by the council. NSSE,

a national survey administered by the Indiana University Center for Postsecondary Research and Planning, examines the extent to which colleges use their resources to promote effective teaching and learning. It measures student activities – such as time spent preparing for class and frequency of contact between faculty and students outside of class – that studies have shown to be critically important to student learning and development. Nationally, over 105,000 students at 470 four-year institutions participated in the survey over the last two years. In 2001, 1,900 first-year and senior students at Kentucky's public universities completed a mail-in survey or participated via the Internet.

The council heard a presentation about NSSE from senior administrators of Centre College at its February 2001 meeting.

Because NSSE is given nationally, its administrators have set normative ("predicted") scores for various kinds of institutions. This gives us a national standard against which Kentucky's universities can be measured. Measuring Kentucky universities against one another is an insular and unproductive exercise that will not promote change and improvement.

The council staff proposes using NSSE's five measures of student engagement to gauge undergraduate student experience (see Attachment A-5). The measures are:

1. Level of academic challenge
2. Active and collaborative learning
3. Student interactions with faculty members
4. Enriching educational experiences
5. Supportive campus environment

Results from the NSSE also are used to measure progress in civic engagement. The council staff and institutional representatives selected four items from the NSSE survey to measure undergraduate students' civic engagement:

1. Participation in a community-based project as part of a regular course
2. Hours per week spent doing volunteer work
3. Voting in local, state, or national elections
4. Contributing to the welfare of the community

The council staff has negotiated goals with the universities. For undergraduate student experience, the proposed goal is for all universities to perform above "predicted" levels for first-year and senior students in each of NSSE's five benchmarks of effective educational practice (see Attachments A-1 and A-3). Predicted scores for each institution are calculated by NSSE based on scores from similar institutions across the nation.

For civic engagement, the staff recommends as a goal that each university show improvement in students' positive responses to each of the NSSE questions previously identified as measures of undergraduate civic engagement (see Attachment A-4).

Universities are asked to meet these goals by 2003, when the council will again coordinate a Kentucky consortium for NSSE. In 2003, the KCTCS may take part in the Community College Survey of Student Engagement, a companion to the NSSE survey.

A full report on Kentucky's participation in the 2001 National Survey of Student Engagement is available on the council's Web site.

Research and Development

In November 2001, the council approved four indicators for measuring progress in research and development at the research universities and set goals for two of them: total and federal extramural research and development expenditures as reported to the National Science Foundation. The staff has worked with the University of Kentucky and the University of Louisville to set goals for the remaining two:

1. Endowments in the research priority areas for the knowledge-based economy
2. Expenditures from endowment and gifts in the research priority areas for the knowledge-based economy

As part of its strategic plan for a knowledge-based economy, the Kentucky Innovation Commission identified five research priority areas for the knowledge-based economy. These areas are based on the availability of research talent, federal funding potential, the likelihood that Kentucky could gain national prominence in the field, and whether the research area could yield significant technology transfer and commercialization opportunities. The areas are:

1. Human Health and Development
2. Biosciences
3. Information Technologies and Communication
4. Materials Science and Advanced Manufacturing
5. Environmental and Energy Technologies

The current endowment match program guidelines stipulate that at least 60 percent of state and matching funds for endowments must be used to support the academic disciplines of engineering, technology, computer science, health

sciences, life sciences, mathematics, or physical sciences. The revised guidelines being considered by the council (see page 45) state that at least 70 percent of the state and matching funds must be used to support the academic disciplines contained within the five research priority areas of the knowledge-based economy.

Attachments B-1 through B-4 show the baseline data and goals for UK and UofL. UK projects endowment in the research priority areas to increase from $167 million in 2001 to $222 million in 2006, and expenditures from endowment and gifts in the research priority areas to increase from $9.4 million to $14.3 million. In the same research priority areas, UofL projects endowments to increase from $103 million to $168 million and expenditures to increase from $2.3 million to $3.6 million.

The council's four R&D indicators and goals also are included in the Office of the New Economy's strategic plan.

Alumni Survey

This past summer, Wilkerson and Associates, a research firm in Louisville, Kentucky, conducted a survey of undergraduate alumni from Kentucky's public postsecondary institutions. The purpose of the survey was to measure alumni satisfaction with postsecondary education and the extent of their civic and community involvement (civic engagement). The survey was conducted by phone and included 4,100 undergraduate alumni who graduated two to five years ago (in the classes of 1995-96 to 1998-99).

Attachments C-1 and C-2 show the results of the survey by institution for the measures we propose to track as key indicators. A full report on the 2001 Undergraduate Alumni Survey is available on the council's Web site.

The results of the survey are generally positive. The majority of alumni are satisfied with their postsecondary experience and how well it prepared them for work. They also are involved in community activities and vote at high rates. But there is considerable room for improvement. The lowest ratings given by alumni from all postsecondary institutions were in the areas of academic advising and career counseling, particularly at the universities. Because advising and counseling are important to retention, graduation, and successful transition to the workforce – issues central to Kentucky's reform efforts – institutions should formulate a response to these lower ratings. In cooperation with the postsecondary institutions, the council will co-sponsor with Northern Kentucky University a symposium on best practices in counseling and advising. This event will be held this spring at Northern

Kentucky University and will be similar to the conference on student retention co-sponsored by Morehead State University and the council in November 2000. The council staff proposes to set goals for these indicators at a later date. The lack of national comparison data makes it difficult to set goals for the alumni survey. Also, the council staff is exploring other options for measuring alumni satisfaction. For example, Peterson's offers a Web-based alumni survey – the Collegiate Results Survey – that has many of the same questions and could provide national comparisons. In the coming year, the council staff will recommend an alternative approach to measuring alumni satisfaction. The current survey results are posted on the council's Web site, without goals.

College Graduates Staying and Working in Kentucky

Attachments D-1 through D-5 show baseline data for the "percentage of college graduates working in Kentucky – by level" and the "percentage of out-of-state college students who stay in Kentucky after graduation" (indicators under question five). These data were gathered by merging the council's graduate files with data from the Departments of Employment Services and Driver's License. Some highlights:

- Sixty-one percent of graduates from Kentucky's public postsecondary institutions are working in Kentucky five years later. Nearly three-quarters are living in Kentucky five years later.

- Seventeen percent of students from out-of-state are working in Kentucky five years after graduation – ranging from 13 percent to 27 percent by institution.

- Five years after graduation, most associate degree graduates are working in Kentucky (75 percent), while only 25 percent of doctoral graduates stay to work.

- Only half of Kentucky's science, engineering, and information-technology graduates are working in the state five years after graduation. Graduates from education and health professions stay at the highest rate (71 percent and 69 percent, respectively). But the health professions data include graduates ranging from paraprofessional caregivers to physicians, dentists, and pharmacists. These data need to be disaggregated, a staff project for 2002.

Currently, only a few states are collecting and reporting data on the migration patterns of college graduates. This makes it difficult to determine how successful Kentucky retains its college graduates (relative to other states across

the United States). The council staff proposes that goals for these two indicators be established at a later date when more comparison and trend data are available. A more detailed presentation of these findings is available on the council's Web site.

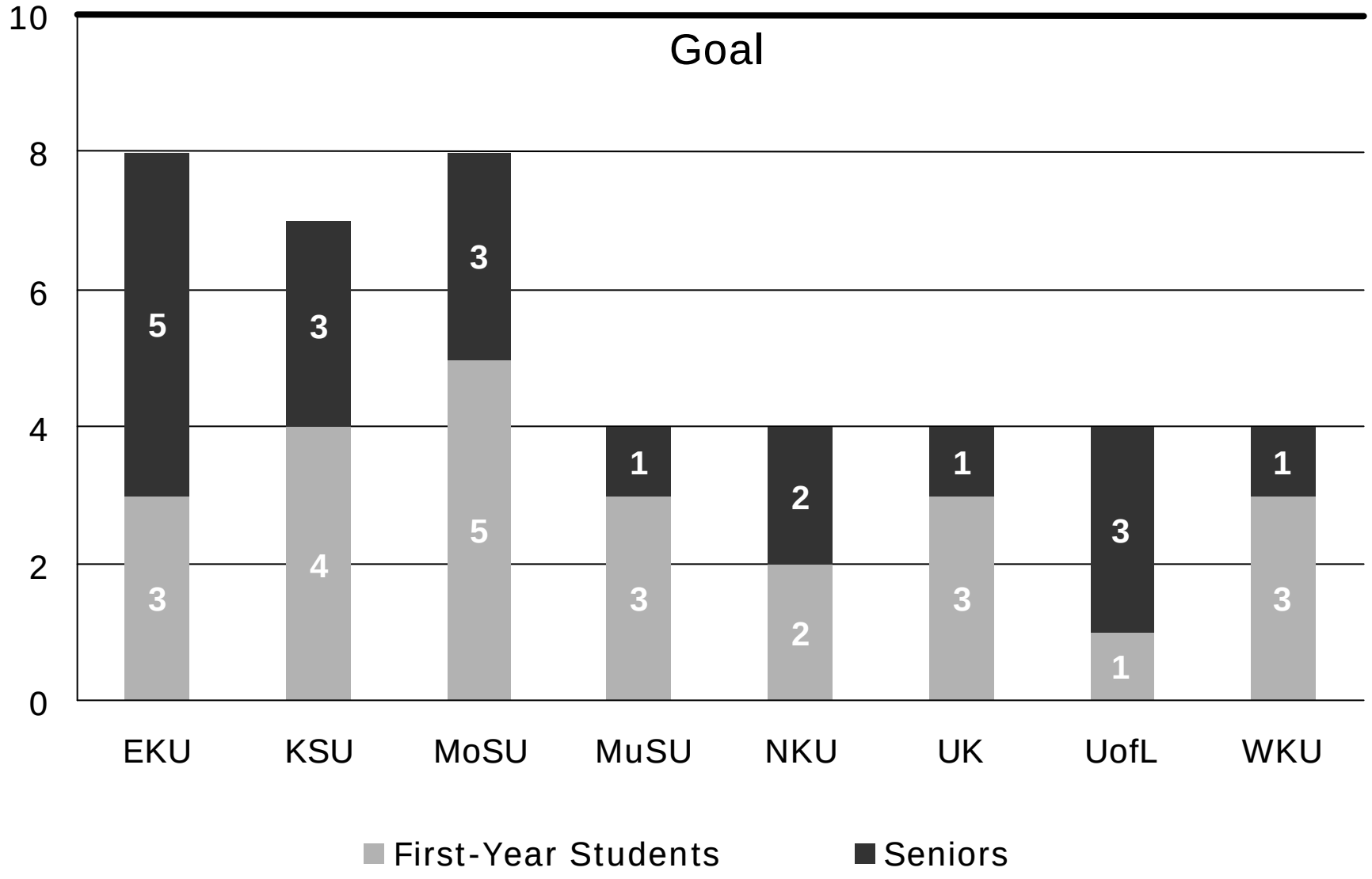
All of the indicators presented here can be viewed at http://www.cpe.state.ky.us.

Staff preparation by Patrick Kelly and Christina Whitfield

4.1 Undergraduate Student Experience

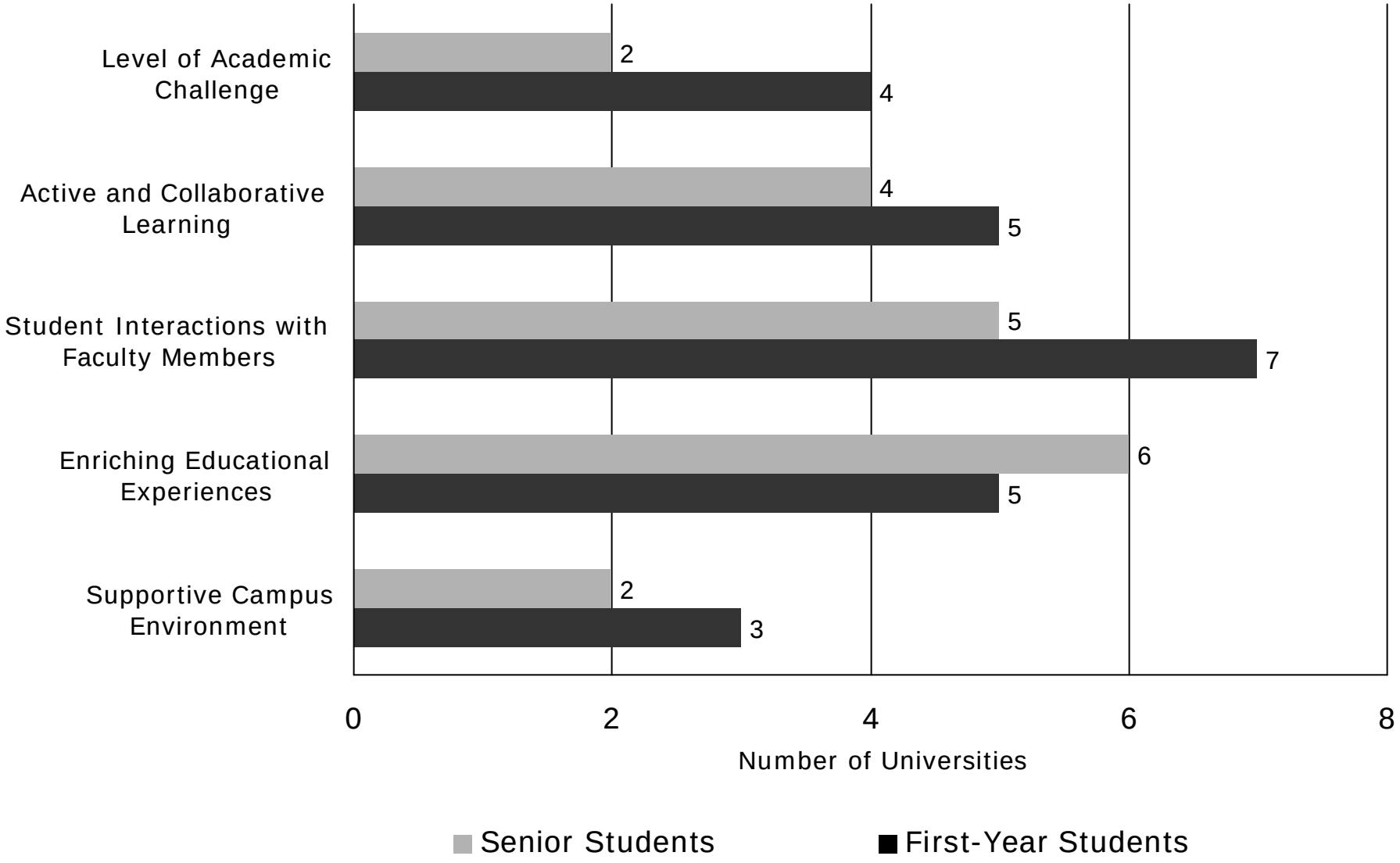
Benchmark Scores Above Predicted

By University



4.1 Undergraduate Student Experience

Number of Universities Scoring Above Predicted By NSSE Benchmarks



Attachment A-3

National Survey of Student Engagement - Baseline Data 2001
4.1 Undergraduate Student Experience

Composite Benchmark Scores*

	EKU		KSU		MoSU		MuSU	
	Actual	**Predicted**	**Actual**	**Predicted**	**Actual**	**Predicted**	**Actual**	**Predicted**
First-Year Students								
Level of Academic Challenge	49.9	48.2	53.8	48.6	53.6	49.7	45.7	49.1
Active and Collaborative Learning	36.0	36.2	47.0	44.4	41.8	39.4	35.6	38.8
Student Interactions with Faculty Members	33.5	31.8	38.2	37.8	40.8	32.5	32.9	30.2
Enriching Educational Experiences	49.4	47.4	61.2	52.3	55.1	51.3	50.1	48.0
Supportive Campus Environment	57.0	58.2	58.3	58.7	62.2	59.4	58.6	57.4
Senior Students								
Level of Academic Challenge	55.2	52.7	52.0	53.8	53.7	55.0	53.5	54.2
Active and Collaborative Learning	49.3	48.3	51.6	51.8	52.9	50.8	46.1	51.0
Student Interactions with Faculty Members	46.4	40.7	45.5	45.4	44.3	43.9	40.6	42.5
Enriching Educational Experiences	47.2	43.0	55.2	47.1	46.8	44.5	44.5	43.1
Supportive Campus Environment	57.4	55.9	58.1	58.0	56.4	56.5	55.0	55.6

	NKU		UK		UofL		WKU	
	Actual	**Predicted**	**Actual**	**Predicted**	**Actual**	**Predicted**	**Actual**	**Predicted**
First-Year Students								
Level of Academic Challenge	47.6	49.5	51.4	50.4	45.2	50.2	45.2	48.0
Active and Collaborative Learning	35.4	35.8	35.6	35.3	36.6	35.0	38.7	37.9
Student Interactions with Faculty Members	33.6	32.6	33.6	30.6	32.1	33.5	31.1	29.9
Enriching Educational Experiences	46.1	49.8	50.4	52.5	52.2	53.3	54.1	48.1
Supportive Campus Environment	57.2	56.6	53.3	55.0	53.6	53.6	57.9	59.1
Senior Students								
Level of Academic Challenge	52.9	51.9	52.4	53.8	51.0	52.0	49.7	53.7
Active and Collaborative Learning	48.5	46.4	44.8	46.1	44.9	43.6	45.7	49.4
Student Interactions with Faculty Members	34.5	36.4	39.1	38.7	35.8	35.2	38.7	40.7
Enriching Educational Experiences	36.0	38.3	42.5	45.0	43.5	40.1	46.1	44.7
Supportive Campus Environment	51.0	53.4	48.3	50.8	47.3	49.5	53.3	58.1

*Based on a 100-point scale.

Note: For each of the benchmarks, NSSE provides institutions with actual and predicted scores. The predicted scores are based on student demographics, admissions selectivity, enrollment, and a variety of other factors and allow institutions to compare their performance with the performance of similar institutions. Institutions whose actual score is higher than their predicted score in a given benchmark category outperform their peers in that area.

National Survey of Student Engagement - Baseline Data 2001
4.5 Undergraduate Civic Engagement

Attachment A-4

Participation in Community and Volunteer Activities

Percent of Respondents Who Answered "Very Often," "Often," or "Sometimes"

Survey Question		EKU	KSU	MoSU	MuSU	NKU	UK	UL	WKU	KY	NSSE
Participated in a community-based project as a part of a regular course	First-Year	18%	42%	26%	19%	17%	16%	24%	25%	22%	27%
	Seniors	42%	40%	44%	30%	32%	33%	38%	37%	37%	41%

Percent of Respondents Who Answered One Hour or More

Survey Question		EKU	KSU	MoSU	MuSU	NKU	UK	UL	WKU	KY	NSSE
Hours per week spent doing volunteer work	First-Year	44%	56%	46%	49%	36%	48%	39%	48%	45%	na
	Seniors	52%	72%	50%	52%	43%	48%	45%	48%	49%	na

Contribution of College Experience to Personal Development

Percent of Respondents Who Answered "Very much" or "Quite a Bit"

Survey Question		EKU	KSU	MoSU	MuSU	NKU	UK	UL	WKU	KY	NSSE
College experience contributed to knowledge, skills and personal development in voting in local, state, or national elections	First-Year	29%	39%	38%	27%	21%	18%	25%	30%	27%	26%
	Seniors	33%	39%	33%	32%	26%	22%	29%	20%	27%	25%
College experience contributed to knowledge, skills and personal development in contributing to the welfare of their community	First-Year	26%	27%	31%	30%	19%	20%	26%	24%	25%	33%
	Seniors	46%	56%	43%	37%	26%	33%	33%	39%	37%	40%

Key Indicators of Progress Toward Postsecondary Reform
National Survey of Student Engagement, 2001

4.1 Undergraduate Student Experience

Measures for NSSE's Five Benchmarks of Student Engagement

Level of Academic Challenge

- Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more
- Number of written papers or reports between 5 and 19 pages
- Number of written papers or reports of fewer than 5 pages
- Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components
- Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: Making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions
- Coursework emphasizes: Applying theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes spending significant amounts of time studying and on academic work

Active and Collaborative Learning

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with other students on projects outside of class to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project as a part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)

Student Interactions with Faculty Members

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your reading or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)
- Received prompt feedback from faculty on your academic performance
- Worked with a faculty member on a research project

Enriching Educational Experiences

- Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework & study abroad
- Independent study or self-designed major
- Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)
- Had serious conversations with students of a different race or ethnicity than your own
- Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values
- Used an electronic medium (e-mail, list-serve, chat group, etc.) to discuss or complete an assignment
- Campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds

Supportive Campus Environment

- Campus environment emphasizes providing the support you need to help you succeed academically
- Campus environment emphasizes helping you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment emphasizes providing the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

4.5 Civic Engagement

Selected Indicators from NSSE

- Participated in a community-based project as part of a regular course
- Voting in local, state, or national elections
- Contributing to the welfare of your community
- Hours per week spent doing volunteer work

Research and Development Goals

5.8 Endowments in the Research Priority Areas of the Knowledge-Based Economy

University of Kentucky and University of Louisville

University of Kentucky

	Actual			Goals					Percent Change
Research Priority Area	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2000-01 to 2005-06
Human Health and Development	$ 34,059,068	$ 50,751,614	$ 64,410,228	$ 61,189,700	$ 65,821,700	$ 73,541,700	$ 82,419,700	$ 85,507,700	33%
Biosciences	$ 43,326,007	$ 49,661,142	$ 51,068,415	$ 48,515,000	$ 52,187,500	$ 58,308,400	$ 65,347,500	$ 67,795,800	33%
Materials Science and Advanced Manufacturing	$ 8,462,287	$ 12,600,996	$ 15,734,808	$ 14,948,100	$ 16,079,600	$ 17,965,500	$ 20,134,400	$ 20,888,700	33%
Information Technologies and Communications	$ 6,055,441	$ 8,838,812	$ 8,838,510	$ 8,396,600	$ 9,032,200	$ 10,091,600	$ 11,309,800	$ 11,733,600	33%
Environmental and Energy Technologies	$ 26,623,835	$ 26,576,092	$ 26,813,692	$ 25,473,000	$ 27,401,300	$ 30,615,100	$ 34,311,000	$ 35,596,500	33%
Total	$ 118,526,638	$ 148,428,656	$ 166,865,653	$ 158,522,400	$ 170,522,300	$ 190,522,300	$ 213,522,400	$ 221,522,300	33%

University of Louisville

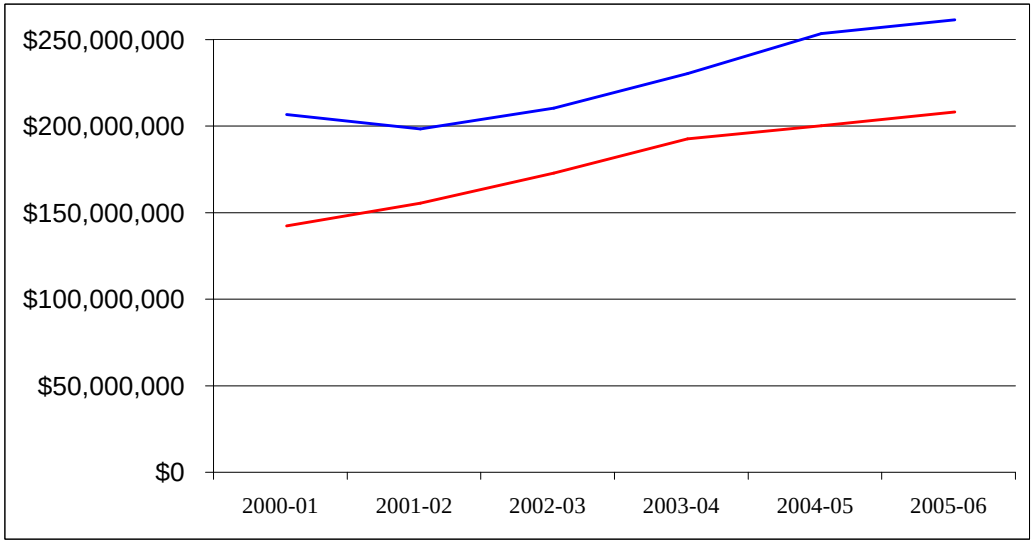
	Actual			Goals					Percent Change
Research Priority Area	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2000-01 to 2005-06
Human Health and Development	$ 18,701,947	$ 71,343,913	$ 74,963,772	$ 86,711,961	$ 102,647,559	$ 120,779,937	$ 126,818,934	$ 133,159,880	78%
Biosciences	$ 6,880,389	$ 8,074,004	$ 11,072,230	$ 11,625,842	$ 12,207,134	$ 12,817,490	$ 13,458,365	$ 14,131,283	28%
Materials Science and Advanced Manufacturing	$ 344,690	$ 3,181,465	$ 7,669,056	$ 8,052,509	$ 8,455,134	$ 8,877,891	$ 9,321,785	$ 9,787,874	28%
Information Technologies and Communications	$ 3,297,420	$ 6,214,812	$ 8,806,982	$ 9,247,331	$ 9,709,698	$ 10,195,183	$ 10,704,942	$ 11,240,189	28%
Environmental and Energy Technologies	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Total	$ 29,224,446	$ 88,814,194	$ 102,512,040	$ 115,637,600	$ 133,019,500	$ 152,670,500	$ 160,304,000	$ 168,319,200	64%

Note: The projected goals are adjusted for projected market value increases.
UK projects a slight decline from 2000-01 to 2001-02 due to declining market values.

Research and Development Goals

Endowments in the Research Priority Areas of the Knowledge-Based Economy

University of Kentucky and the University of Louisville



Research and Development Goals

5.9 Expenditures from Endowments and Gifts in the Research Priority Areas of the Knowledge-Based Economy

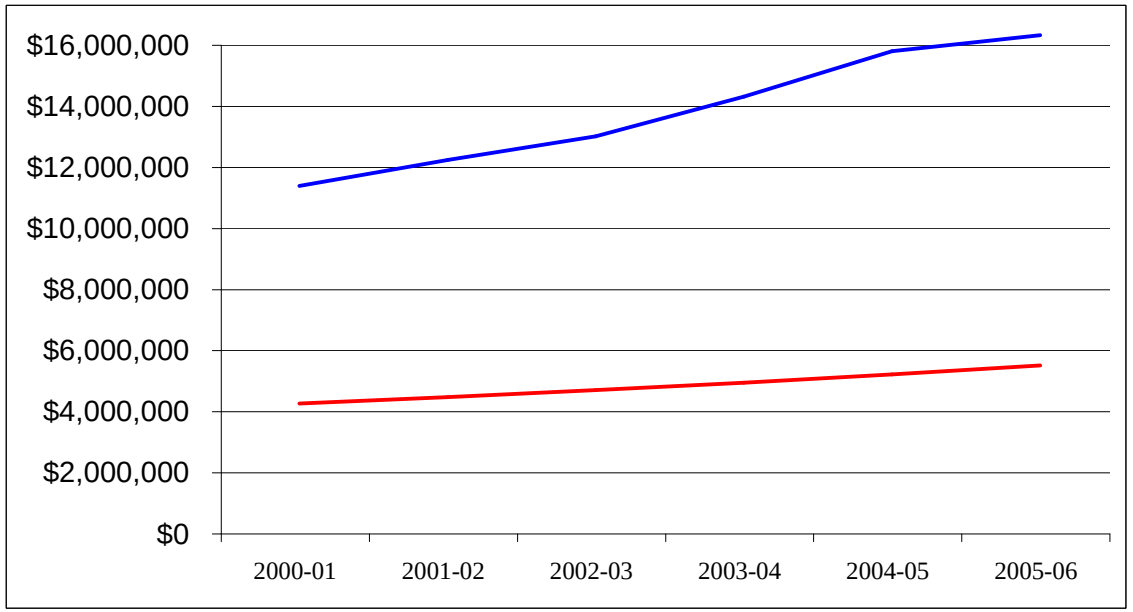
University of Kentucky and University of Louisville

University of Kentucky

	Actual			Goals					Percent Change
Research Priority Area	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2000-01 to 2005-06
Human Health and Development	$ 2,682,399	$ 5,948,428	$ 3,372,421	$ 5,064,900	$ 5,448,300	$ 6,087,400	$ 6,822,200	$ 7,077,800	110%
Biosciences	$ 3,470,641	$ 4,075,799	$ 4,848,024	$ 4,157,900	$ 4,472,600	$ 4,997,200	$ 5,600,500	$ 5,810,300	20%
Materials Science and Advanced Manufacturing	$ 341,430	$ 466,363	$ 704,808	$ 608,600	$ 654,700	$ 731,500	$ 819,800	$ 850,500	21%
Information Technologies and Communications	$ 72,994	$ 86,420	$ 152,188	$ 109,300	$ 117,600	$ 131,400	$ 147,200	$ 152,700	0%
Environmental and Energy Technologies	$ 413,078	$ 296,275	$ 349,179	$ 337,000	$ 362,500	$ 405,000	$ 453,900	$ 470,900	35%
Total	$ 6,980,542	$ 10,873,285	$ 9,426,620	$ 10,277,700	$ 11,055,700	$ 12,352,500	$ 13,843,600	$ 14,362,200	52%

University of Louisville

	Actual			Goals					Percent Change
Research Priority Area	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2000-01 to 2005-06
Human Health and Development	$ 876,231	$ 1,031,748	$ 1,672,640	$ 1,823,178	$ 1,987,264	$ 2,166,117	$ 2,361,068	$ 2,573,564	54%
Biosciences	$ 34,697	$ 188,075	$ 238,468	$ 259,931	$ 283,324	$ 308,824	$ 336,618	$ 366,913	54%
Materials Science and Advanced Manufacturing	$ 78,675	$ 137,690	$ 154,437	$ 168,337	$ 183,487	$ 200,001	$ 218,001	$ 237,621	54%
Information Technologies and Communications	$ 123,769	$ 110,415	$ 242,997	$ 264,866	$ 288,704	$ 314,688	$ 343,010	$ 373,880	54%
Environmental and Energy Technologies	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Total	$ 1,113,371	$ 1,467,928	$ 2,308,542	$ 2,516,300	$ 2,742,800	$ 2,989,600	$ 3,258,700	$ 3,552,000	54%



0	9%	17%	31%	47%	52%
0	9%	19%	30%	41%	54%

Undergraduate Alumni Survey - Baseline Data 2001

4.2 Alumni Satisfaction with Postsecondary Education

Percent of Respondents Who Answered "Definitely Would Recommend"

Recommend College

Survey Question	EKU	KSU	MoSU	MuSU	NKU	UK	UL	WKU	KCTCS	LCC	Total
Recommend college to someone considering pursuing a degree	59%	37%	60%	63%	58%	67%	37%	57%	69%	74%	61%

Percent of Respondents Who Answered "Completely Satisfied" or "Somewhat Satisfied"

Instruction and Faculty

Survey Question	EKU	KSU	MoSU	MuSU	NKU	UK	UL	WKU	KCTCS	LCC	Total
Instruction provided in general education classes	80%	65%	79%	79%	75%	77%	73%	80%	88%	89%	81%
Instruction provided in major	86%	83%	86%	91%	85%	88%	79%	84%	88%	61%	86%
Availability of faculty	80%	77%	80%	86%	81%	75%	65%	78%	84%	82%	80%
Average Percentage	82%	74%	82%	85%	81%	80%	73%	81%	86%	80%	82%

Academic/Student Services

Survey Question	EKU	KSU	MoSU	MuSU	NKU	UK	UL	WKU	KCTCS	LCC	Total
Academic advising	66%	67%	67%	76%	59%	61%	49%	62%	75%	77%	67%
Career counseling	53%	40%	54%	61%	49%	48%	37%	51%	67%	61%	56%
Library and research services	78%	66%	78%	74%	71%	74%	77%	78%	75%	75%	75%
Availability of computers and technology	67%	59%	65%	70%	66%	67%	59%	63%	77%	77%	69%
Average Percentage	67%	59%	67%	70%	62%	63%	56%	64%	74%	73%	67%

Preparation for Work

Survey Question	EKU	KSU	MoSU	MuSU	NKU	UK	UL	WKU	KCTCS	LCC	Total
Writing skills necessary for work	80%	68%	75%	80%	79%	77%	69%	74%	77%	77%	76%
Math skills necessary for work	63%	67%	68%	73%	71%	74%	61%	69%	79%	66%	72%
Public or group speaking skills	67%	66%	72%	72%	70%	65%	57%	71%	67%	82%	67%
Working with others as part of a team	86%	76%	87%	85%	82%	83%	72%	84%	84%	67%	83%
Computer and technical skills	51%	48%	58%	63%	48%	55%	46%	56%	66%	74%	58%
Problem-solving skills	75%	70%	75%	78%	76%	79%	71%	75%	79%	67%	76%
Leadership skills	76%	67%	75%	75%	69%	70%	54%	67%	71%	63%	70%
Research skills	71%	70%	69%	75%	69%	69%	63%	67%	70%	63%	69%
Average Percentage	71%	67%	73%	75%	70%	71%	62%	71%	74%	71%	71%

4.4 Civic Engagement

Percent of Respondents Who Answered "Regularly"

Survey Question	EKU	KSU	MoSU	MuSU	NKU	UK	UL	WKU	KCTCS	LCC	Total
Volunteer for civic, church, or charitable causes	41%	48%	35%	40%	32%	31%	38%	43%	39%	32%	38%
Donate money to civic, church, or charitable causes	58%	58%	49%	61%	52%	53%	58%	58%	57%	52%	56%
Vote in public election	79%	82%	80%	80%	81%	81%	85%	82%	74%	78%	79%
Participate in meetings/activities of professional organization	49%	47%	46%	44%	35%	43%	35%	47%	32%	29%	39%
Average Percentage	57%	59%	52%	56%	50%	52%	54%	58%	50%	48%	53%

Attachment D-2

Key Indicators 5.1 and 5.2

Status of Graduates from Kentucky's Postsecondary Institutions
Five-Years After Graduation
By Degree-Level

1993-94 and 1994-95 Graduates

	All Graduates			KY Graduates from Out-of-State		
Degree Level	Graduates	Working in KY	KY Driver's License	Graduates	Working in KY	KY Driver's License
Certificate	3,403	71%	79%	447	18%	18%
Associate	9,516	74%	84%	461	23%	16%
Bachelor's	23,002	59%	71%	4,299	18%	24%
Master's	3,868	44%	57%	1,505	14%	26%
Doctoral	570	25%	40%	342	8%	27%
First-Professional	1,468	46%	66%	300	23%	31%
Total	41,827	61%	73%	7,354	17%	24%

Sources: CPE Database, KY Department of Employment Services, and KY Department of Driver's Licenses

Attachment D-1

Key Indicators 5.1 and 5.2

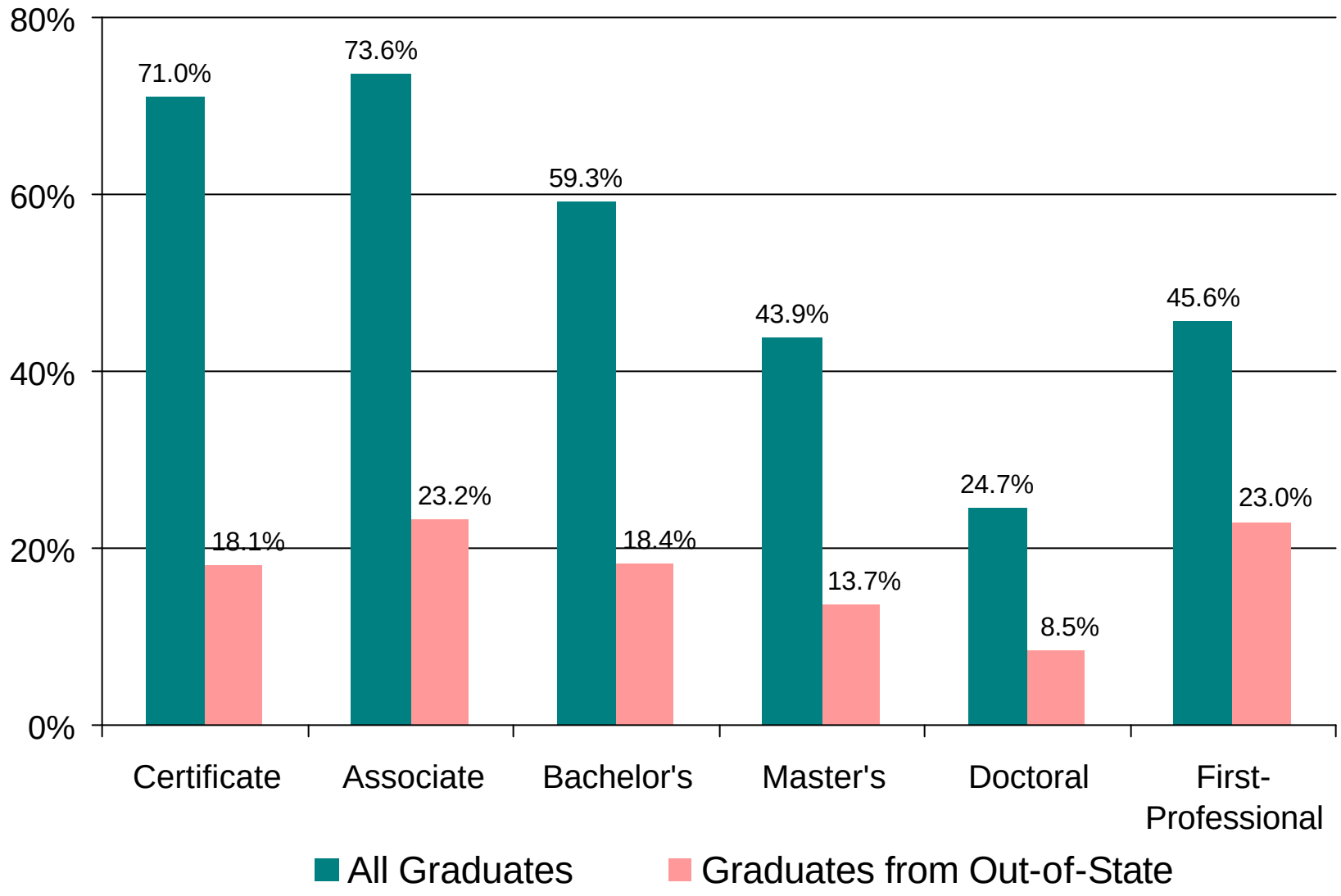
Status of Graduates from Kentucky's Postsecondary Institutions
Five-Years After Graduation

1993-94 and 1994-95 graduates

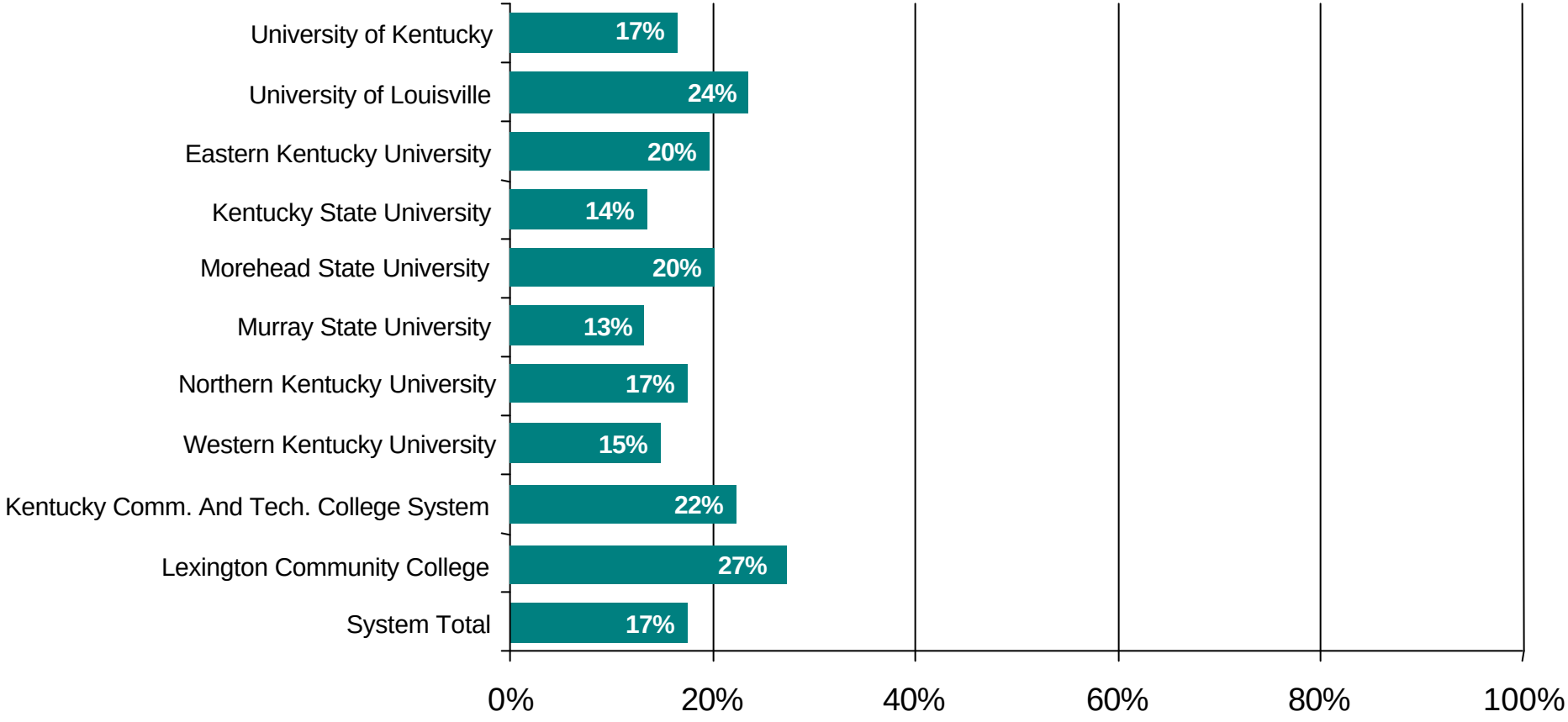
Institution	All Graduates			KY Graduates from Out-of-State		
	Graduates	Working in KY	KY Driver's License	Graduates	Working in KY	KY Driver's License
University of Kentucky	8,573	51%	66%	2,329	17%	33%
University of Louisville	6,493	62%	74%	837	24%	30%
Eastern Kentucky University	4,801	70%	79%	610	20%	28%
Kentucky State University	595	59%	66%	184	14%	17%
Morehead State University	2,948	69%	77%	458	20%	22%
Murray State University	2,954	49%	59%	774	13%	17%
Northern Kentucky University	3,117	45%	64%	922	17%	14%
Western Kentucky University	5,343	62%	70%	1,036	15%	17%
Subtotal	34,824	58%	70%	7,150	17%	25%
Kentucky Comm. and Tech. College System	6,277	74%	85%	193	22%	7%
Lexington Community College	726	77%	88%	11	27%	27%
System Total	41,827	61%	73%	7,354	17%	24%

Sources: CPE Database, KY Department of Employment Services, and KY Department of Driver's Licenses

Percent of Graduates Working in Kentucky Five Years After College
1993-94 and 1994-95 Graduating Cohorts



Percent of College Graduates (from Out-of-State) Working in KY Five Years After College



Percent of College Graduates Working in KY by Discipline Five Years After Graduation